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ABSTRACT

With a rising level of female school leaver unemployment, and recent cutbacks in traditional areas of women's employment, it has become a matter of urgency for positive, comprehensive action to be taken within the education system of New Zealand to encourage young women into a wider range of vocational opportunities. A coordinated policy from intermediate school level through tertiary is needed; and it must take account of the sex segregation in prevocational and vocational preparation and the concept of sex role stereotyping and its effect on the socialization of girls and boys. Issues requiring consideration include (1) the common core curriculum in forms 1-4 and the availability of all subjects to both girls and boys; (2) subject choices of girls and boys at senior secondary level when prevocational choices are made; (3) the quality and impact of career education programs; (4) the preparation and training of the counseling and teaching staff; and (5) affirmative action programs in vocational training at the tertiary level. In particular, the situation of Maori and Pacific Island female school leavers requires urgent attention and action. The New Zealand National Advisory Committee on Women and Education recommends that polices be developed to encourage equal participation by women in the economic, social, and decision-making structures of the country, a role they have not often played in the past. (Appendixes include a statement by the minister of education and statistics on subject choices, school leavers, and school certificates). (Author/KC)

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May 1981

NATIONAL ADVISORY COMMITTEE ON WOMEN AND EDUCATION

TRANSITION FROM SCHOOL TO WORK: ISSUES AFFECTING YOUNG WOMEN. DISCUSSION PAPER BY THE NATIONAL ADVISORY COMMITTEE ON WOMEN AND EDUCATION.

SUMMARY AND RECOMMENDATION

With a rising level of female school leaver unemployment, and recent cut backs in traditional areas of women's employment, it has become a matter of urgency for positive, comprehensive action to be taken within the education system to encourage young women into a wider range of vocational opportunities.

To achieve any real progress a series of co-ordinated policies is required from intermediate school level through to tertiary.

The formulation of informed and effective policies must take account of -

i) the sex segregation in pre-vocational and vocational preparation;

ii) the concept of sex role stereotyping and its effect on the socialisation of girls and boys.

In particular, the situation of Maori and Pacific Island female school leavers requires urgent attention and action.

Issues requiring consideration include:

i) the common core curriculum in forms 1-4 and the availability of all subjects to both girls and boys;

ii) subject choices of girls and boys at senior secondary level when pre-vocational choices are made;

iii) the quality and impact of careers education programmes;

iv) the preparation and training of counselling and teaching staff;

v) affirmative action programme in vocational training at tertiary level.

In the past New Zealand's society and economy have not fully benefited from the potential talent and resourcefulness of the female half of the population, and with the major challenges facing New Zealand in the 1980s, NACWE believes and recommends that it is time policies were developed to encourage equal participation by women in the economic, social and decision-making structures of the country.

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THE TRANSITION FROM SCHOOL TO WORK: ISSUES AFFECTING YOUNG WOMEN

DISCUSSION PAPER BY THE NATIONAL ADVISORY COMMITTEE ON WOMEN AND EDUCATION

1 INTRODUCTION

1.1 BACKGROUND

1.1.1 The National Advisory Committee on Women and Education, (NACWE) responding to an invitation by the Minister of Education to comment on the main points covered in a report on the transition from school to work, May 1980, wishes to analyse the current situation of girls in the education system in relationship to their transition from school to work, and discuss ways to improve that situation.

1.1.2 Current Government policy acknowledges the necessity for equality of opportunity for girls and women in education and employment, and recognises the need for specific action through vocational guidance and training programmes if such equality of opportunity is to be achieved.*

1.2 CRITICAL FACTORS

1.2.1 Girl school leavers constitute a major group 'at risk' in the present employment market, as evidenced by current unemployment figures, eg Labour Department statistics for unemployed school leavers February 1981 - Female 4075; Male 2825.
In certain areas a growing number of relatively well qualified girls are unemployed. Maori and Pacific Island girl school leavers appear to have greater employment difficulties, particularly in rural areas, eg Northland, Hawkes Bay.

1.2.2 Labour Department statistics show that girls and women are still concentrated in six paid occupational areas - clerical, typing, sales, teaching, nursing, clothing, while their movement into non-traditional paid work is slight and slow.**

* Appendix 1, Government Policy Statement on Women and Education.

** Source: "Women in the Workforce", Labour Department 1980.

1.2.3 Labour Department statistics also show that the rapid increase in paid labour force participation of married women is the outstanding feature in the period 1950-1979. The current pattern of women's paid employment, which includes an increasing concentration of the child bearing period and therefore a shorter time away from paid employment, means that most women can expect to work full or part-time for 25-40 years.

1.2.4 Girls and women form just over 50% of the 'talent base' in the potential workforce, and the under-utilisation of female talents is becoming as much a question of economic investment as of personal fulfilment.

1.3 EDUCATIONAL BACKGROUND

1.3.1 An analysis of the subjects studied by boys and girls at secondary level indicates two distinct and separate patterns of preparation for employment.*

1.3.2 NACWE believes that the post school pattern of sex segregation in paid and unpaid employment is reinforced by the division into traditional 'boys' and 'girls' subjects at secondary school.

1.3.3 NACWE considers further that girls' subject choices lead to a narrow vocational preparation which is reflected in the limited range of paid occupations girls and women enter.

1.3.4 This narrow range of vocational opportunities combined with societal attitudes about the relative value of males or females as employees is reflected in the higher rate of unemployed female school leavers. However, at present, girls are probably competing with other girls and women for jobs, rather than with men and boys.

1.3.5 If girls are to compete equally for job opportunities urgent action is required at secondary level to widen their vocational preparation.

1.3.6 Trends in subject choices since 1974 show some changes in vocationally oriented choices for girls, eg:*

i Mathematics

The most significant trend is the rise in the number of girls taking full Maths at School Certificate level. However, this trend is not carried through to the same extent at Sixth and Seventh form level.

ii Science

There appears to have been little change in numbers of girls taking fifth form science, despite the

* Appendix 2: Department of Education Statistics: Secondary Subject choices.

decline in popularity of Biology at this level.

iii Vocational/Technical

The number of girls and boys taking subjects traditionally associated with the opposite sex is greater in some subjects than others. An increasing number of girls are taking Technical Drawing, a smaller percentage Woodwork, and a few girls take Engineering, while a growing number of boys are taking Home Economics, but few take Clothing.

iv Typewriting

There appears to have been a large increase at all levels of girls taking typewriting. The number of boys taking typewriting has increased, but in much smaller proportions.

1.3.7 External Examinations

i School Certificate subject choices continue to reflect the female/male division in the choice of vocationally oriented subjects, eg typewriting vs technical drawing.*

ii School Certificate results for 1976-1978 indicate that generally there were small differences in the percentage distribution of grades for males and females. However, although female students tended to gain fewer 'A' grade passes, they achieved better overall results than did males.*

iii University Entrance Board statistics also show that at UE level the girls' pass rate is slightly higher than the boys'.

1.3.8 At tertiary education level young women have been concentrated in the traditionally female dominated areas of teaching, nursing and secretarial studies. Overall, more young men than young women are enrolled in tertiary institutions.

1.3.9 Although the pattern of female/male choice in tertiary training is changing only slightly, recently female participation rate in post-compulsory education has been increasing at a higher rate than the male rate, and these rates are expected to equalise some time in the future.**

2 SECONDARY SCHOOL LEVEL

Specific issues to be considered in the formulation and implementation of policies related to the post-school transition include changes to the compulsory core curriculum at junior secondary level eg:

* Appendix 3 Department of Education Statistics: School Certificate subject choices and examination results.

** Source: Education Statistics of New Zealand, Department of Education 1979.

2.1 TECHNICRAFTS/HOMECRAFTS

2.1.1 To ensure that subjects which provide both girls and boys with 'living competencies' are taught at junior secondary level, NACWE endorses the suggestion that the common core be widened to include a technicraft subject.

2.1.2 However, any changes made must avoid the existing sex segregation at present indicated by typical male/female choices of technical crafts and home crafts.

2.1.3 The teaching of home economics to all school students is critical both to the emancipation of women, and to the general health of society. Home management skills should be regarded as essential preparation for life for both boys and girls and NACWE welcomes the reflection of this view in recent syllabus changes in Home Economics.

2.1.4 The inclusion of this subject in the compulsory core for all students at intermediate and junior secondary level should help change persisting beliefs that home and family responsibilities are primarily a woman's concern.

2.1.5 It must be recognised, however, that technical subjects serve as an introduction to, and familiarisation with, a much wider range of paid occupations than do homecrafts. NACWE hopes that recent prescription changes in Form 1-5 technical subjects will attract more girls to these subjects.

2.1.6 A change to the compulsory core to include Home Economics and Technicrafts for both girls and boys would be in line with the spirit and intent of the Human Rights Commission Act.

2.1.7 It is often stated that most intermediate schools and manual training centres are now offering the full range of manual subjects to girls and boys, and it could be timely for the Education Department to conduct a survey to determine -

i the extent to which equal opportunity of choice exists at intermediate and junior secondary level; and

ii the extent to which girls and boys actually experience the full range of manual subjects.

2.1.8 Particular note should be taken in the survey of facilities available in single sex schools.

2.1.9 The provision of the full range of manual subjects poses special difficulties for single sex schools, but it is pleasing to note the initiative being taken by some girls' schools in establishing workshops. A similar move by boys' schools to install home economics and clothing rooms would be welcomed.

2.1.10 The provision of classrooms, resource materials and staff

to enable such equality of choice by both girls and boys at all intermediate and secondary schools has major funding implications. However, NACWE considers that with falling rolls, and the consequent redirection of education resources, the opportunity exists for the Government to ensure true equality of access to pre-vocational training facilities at intermediate and secondary level. Such redirection would put into place in a practical way the policies contained in the Government policy statement on Women and Education. (See Appendix 1)

2.2 TYPEWRITING

2.2.1 Careful and urgent consideration should be given to the place of typing in the secondary school curriculum in the light of the current debate and uncertainty about the effects of new technology on typing and related jobs.

2.2.2 In particular the recent large increase in the number of girls taking typing at third and fourth form levels requires careful review.

2.2.3 Points to be considered in reviewing this question include:

i the importance for both girls and boys of experimenting with a wide range of options at junior secondary level;

ii the need for short courses in keyboarding at junior secondary level;

iii the perceptions of parents, pupils and teachers of the vocational relevance of typing at secondary school level;

iv the recent syllabus revision in school certificate typing and shorthand-typing;

v the role of secretarial studies departments at tertiary level in providing vocational training for secretary/typists;

vi the retraining of secondary typing teachers for other secondary subjects.

2.3 COMPUTER STUDIES

2.3.1 NACWE welcomes the intention to introduce computer studies and suggests that a compulsory module on computer awareness should be introduced into the common core curriculum at third and fourth form level.

2.3.2 Such a module should cover:

i the history and development of computing;

ii current and future uses of computers;

iii privacy and computer ethics;

iv the economic impact of computerisation;

v awareness of the different ways computers are and will be used in a wide range of occupations and careers;

vi familiarisation with a number of microprocessors and computers;

vii practical experience in computer use.

2.3.3 As computing skills depend on logic and clear thinking which develop in a number of subjects and as computing is applicable right across the curriculum, NACWE favours the introduction of this subject in a way that does not link it with any one existing subject.

2.3.4 It is essential that computer awareness is taught as a compulsory part of the core curriculum from Form 1-4 if all students are to be given the opportunity for familiarisation with technology which is to become an increasing force in their everyday lives.

2.3.5 It is also essential to ensure that this new subject, or parts of it, eg keyboarding, do not become identified as either a 'boys' or 'girls' subject.

2.4 EXTENSION OF CORE CURRICULUM TO FORM 5

2.4.1 With changing technology and employment patterns it is more important than ever that the education system provide for every pupil a general education to a suitable level.

2.4.2 NACWE considers that it is now appropriate to consider the extension upwards of the common core curriculum to the fifth form.

2.4.3 As statistics indicate, fewer girls than boys study Maths and Full Science at senior level. An adequate preparation for further study and possible retraining should include a thorough grounding in the core subjects, English, Maths, Science and Social Studies to a more advanced level than at present. Those pupils who are not able to reach School Certificate standards in these subjects could be assessed for certificates similar to the regional qualifications presently given in Maths.

2.5 REQUIREMENT TO TAKE A GREATER NUMBER OF SUBJECTS AT SENIOR LEVEL

2.5.1 At the same time further flexibility in subject choice is required at senior secondary level. Subject specialisation and sex segregation occurs for example at seventh form level where more boys than girls take a full Maths/Science combination, excluding English and the Arts.

2.5.2 A provocative and comprehensive analysis of this situation and its consequences for male/female relationships, as well as employment opportunities for girls and boys, was written by Phoebe Meikle in 1954. Twenty-five years later the division in curriculum choices by girls and boys remains roughly the same and sex role divisions are only just beginning to be eroded by social changes. NACWE supports Meikle's contention that the education system should be producing young women and men with a rounded, balanced preparation for tertiary study and lifelong continuing education.

2.5.3 Further consideration should be given to requiring students to take a greater number of subjects at senior level so that they can continue a combination of arts/science/commercial/technical subjects to the seventh form. Moving UE to the seventh form could help provide the opportunity for greater flexibility.

2.5.4 The vocational relevance of foreign language study should not be underestimated. A member of the Export Institute commented recently that few New Zealand exporters were competent in a foreign language, and were therefore often at a disadvantage overseas. More girls than boys study foreign languages, but both sexes should be made aware of the value of foreign language study combined with commercial, technical and scientific study.

2.6 CAREERS EDUCATION PROGRAMMES

2.6.1 In a comprehensive report on "Equality of Education and Training for Girls (10-18 years)" prepared for the Commission of the European Communities, Dr Eileen Byrne states: "If any progress is to be made in breaking down sex barriers in employment and in the vocational training (and hence the guidance) that leads to the world of work, careers education must be recognised as an essential integral part of the curriculum".

2.6.2 NACWE endorses this view, which is similar to recommendations contained in the reports of the Parliamentary Select Committee on the Role of Women in New Zealand Society (1974) and the Education and Equality of the Sexes Conference (1975).

2.6.3 The term careers education is often too narrowly defined and NACWE believes it should include both preparation for participation in employment, decision making and economic, social and political structures within the community, as well as specific vocational guidance. For girls, this should take a positive (as opposed to non-directive) approach to broadening vocational horizons. The relevance of subject choices and the level of educational preparation is significant here.

2.6.4 Such a careers education programme should:

i introduce pupils to basic concepts related to paid employment, and the economic structure of the paid

labour market;

ii focus on the changing social roles of men and women, specifically shared family responsibilities and women's participation in the workforce;

iii include material on participation and leadership within the community's decision-making structures, eg social, political, industrial and commercial organisations;

iv reinforce the need for both girls and boys of a sound balanced basic education with emphasis on learning and reasoning skills suitable for later retraining and recurrent education as employment patterns continue to change;

v include confidence building, and skills such as interviewing and negotiating;

vi take account of differing ethnic values and needs;

vii concentrate at both the end of form two and form four on carefully evaluating the adequacy of subject choices pupils make.

2.6.5 Girls would derive maximum benefit from such career education programmes being introduced at intermediate level before they reach puberty because:

i as girls reach puberty they may place too much emphasis on their possible future roles as wives and mothers at a time when they are having to make decisions about subject options and courses;

ii they need to acquire more understanding of their adult roles and the world of work before they specialise.

2.7 CAREERS EDUCATION RESOURCES

2.7.1 NACWE appreciates the work of the Labour Department's careers information service in removing sex stereotyping from their information leaflets but suggests that there is a need for continued monitoring of careers information leaflets and materials by teachers, employers and government departments to consciously avoid sex role stereotyping in the approach taken, language use, illustrations and case studies.

2.7.2 There are few New Zealand produced teaching resources which present positive comprehensive careers guidance specifically for girls. In particular there is little which presents role models of women and men in non-traditional occupations.

2.7.3 Urgency is required in a commitment by Government to the production of such resources through a joint approach

by the Departments of Education, Labour and Vocational Training Council as advocated by NACWE in November 1980.

2.8 TRAINING OF CAREERS/GUIDANCE/VOCATIONAL COUNSELLORS

2.8.1 The impact and influence of careers/guidance/vocational counsellors is of real importance in promoting equality of opportunity for girls.

2.8.2 NACWE strongly believes that those employed should have a commitment to equal opportunity.

2.8.3 NACWE regards as essential the inclusion of the following criteria in job prescriptions, training courses, retraining courses: A knowledge and understanding of:

i the concept of sex role stereotyping and its limiting effect on the socialisation of girls and boys;

ii sex segregation in subject choice at secondary and tertiary levels;

iii the structure of the economic system and its impact on the paid labour force, including male/female divisions in terms of occupation, earnings and status;

iv the implications of changing social roles for women and men;

v the need for special and positive careers guidance for girls;

vi the implications of the Human Rights Commission Act and the Race Relations Act.

2.8.4 Members of NACWE, the National Advisory Council on the Employment of Women (Labour Department) and the Women's Advisory Committee (VTC) are willing to advise or participate in preservice or inservice courses planned for careers/guidance/vocational counsellors.

2.8.5 Currently it appears that most co-educational schools attempt to ensure that pupils have a choice of consulting either female or male counsellors. NACWE hopes that urgent attention will be given to affirmative action policies to:

i facilitate the attendance of women with family responsibilities on year long training courses available only at Massey, Waikato and Canterbury Universities;

ii provide correspondence courses which qualify women, and men, who are immobile to train as guidance counsellors.

2.8.6 At present the careers advisor's allowance is exactly the same as the PR1 rate. Tagging such positions PR1s would mean careers advisors would then become part of the secondary school promotion structure which would help attract suitably qualified people to the position, and aid the promotion of women in secondary teaching.

2.8.7 PR1s so provided should be additional to a school's normal PR allocation. In recognition of present department policy to phase out careers advisors positions, the allocation of such PRs must be seen as an interim measure.

2.9 WORK EXPLORATION PROGRAMMES

2.9.1 NACWE welcomes any extension of work exploration programmes in secondary schools that benefits girls by giving them the opportunity to become familiar with a wider range of paid occupations than they have traditionally entered.

2.9.2 A survey of the current schemes would be valuable in determining girls' participation rates, and the extent to which the schemes encourage both boys and girls to work in non-traditional occupations.

2.10 MAORI AND PACIFIC ISLAND GIRL SCHOOL LEAVERS

2.10.1 Particular attention must be paid to the educational and social needs of Maori and Pacific Island girls in seeking training and employment. As well as encouragement to take a wider range of subjects, and seek higher qualifications, emphasis should also be placed on confidence building, developing oral skills, and interview techniques.

2.10.2 Programmes such as TU TANGATA, developed by the Maori Affairs Department, are possibly the best way of achieving progress in this field.

3 TERTIARY LEVEL

Issues to be considered include:

3.1 AFFIRMATIVE ACTION IN TRAINING AND EMPLOYMENT FOR FEMALE SCHOOL LEAVERS

3.1.1 NACWE has already requested that there be a commitment by high level officials in the Departments of Education and Labour and the Vocational Training Council, to the formulation of a comprehensive plan for affirmative action in training and employment for girl school leavers in 1981, and suggests this could take the form of:

i the establishment of an inter-departmental committee to formulate such a plan of action. The committee to include the women's advisers in each department and other representatives of those departments, as well as representatives from the Vocational Guidance Service, Maori Affairs, the Human Rights Commission, and the Committee on Women.

ii The identification and planning of further short and full-time special courses for girls in regional areas, similar to Maori Affairs' initiatives.

iii The production of careers education material to encourage girls, parents and guidance staff to widen the vocational horizons of young women. Such resource material could take the form of video tapes, posters, leaflets and guidelines for teachers.

3.2 SPECIAL VOCATIONAL COURSES

3.2.1 An encouraging development in the last few years has been special vocational courses for young women in technical institutes, eg 1977 and 1978 apprenticeship course in radio and TV servicing at Auckland Technical Institute which resulted in 14 women being apprenticed in that trade. Students attending in 1978 achieved exam results 5% above the national average.

3.2.2 Further courses are running this year at Wellington Polytechnic where half the places (8) have been reserved for young women in the first full-time year of a New Zealand Certificate in Computer Technology, and at Manukau Technical Institute where a 12 week short course will introduce 10 young women to basic engineering skills as preparation for entering engineering trades.

3.3 FURTHER IDEAS ON AFFIRMATIVE ACTION

3.3.1 Further ideas for action at tertiary level were contained in a paper on affirmative action for girls and women in education and training prepared for Hon J K McLay, Spokesman on Women's Affairs, May 1980. These included:

i A comprehensive sustained one to two year publicity campaign aimed at parents and employers and mounted by the government to encourage girls and women to widen their vocational horizons. (Similar to drink/drive, rubella vaccination, energy conservation publicity campaigns.)

ii Support for affirmative action proposed by WAC through the new training incentives policy.

iii Encouragement for industry training boards to initiate affirmative action. It is pleasing to learn that the Executive Training Officer of the Engineering Industry Training Board is considering running a programme similar to that run in Britain which encouraged young women to look at professional engineering training. In that respect it has also been encouraging to learn of the initiatives taken by Professor Taylor of Auckland University's Engineering School who has been attempting to encourage more girls into professional engineering by preparing leaflets specifically for girls, special displays for open days etc.

3.4 YPTP AND JET COURSES

3.4.1 Young Persons Training Programme (Labour Department) and Job Entry Training (Maori Affairs) are other examples of special training programmes which offer a unique opportunity to actively encourage girls and boys into non-traditional occupations. Monitoring of these programmes for such developments needs to be undertaken by the government departments primarily responsible.

3.4.2 The Departments of Labour and Maori Affairs could survey female participation rates in the YPTP and JET schemes respectively, and determine the extent to which males and females are being trained in non-traditional skills.

3.5 QUOTAS IN TRAINING SCHEMES

3.5.1 Consideration could be given to setting quotas in all government funded training schemes to achieve a greater participation of young women in non-traditional occupations.

4 SUMMARY AND RECOMMENDATION

4.1 With a rising level of female school leaver unemployment and recent cut-backs in traditional areas of women's employment, it has become a matter of urgency for positive, comprehensive action to be taken within the education system to encourage young women into a wider range of vocational opportunities.

4.2 To achieve any real progress a series of co-ordinated policies is required from intermediate school level through to tertiary.

4.3 The formulation of informed and effective policies must take account of -

i the sex segregation in pre-vocational and vocational preparation;

ii the concept of sex role stereotyping and its effect on the socialisation of girls and boys.

4.4 In particular, the situation of Maori and Pacific Island female school leavers requires urgent attention and action.

4.5 Issues requiring consideration include:

i the common core curriculum in forms 1-4 and the availability of all subjects to both girls and boys;

ii subject choices of girls and boys at senior secondary level when pre-vocational choices are made;

iii the quality and impact of careers education programmes;

iv the preparation and training of counselling and teaching staff;

v affirmative action programme in vocational training at tertiary level.

4.6 In the past New Zealand's society and economy have not fully benefited from the potential talent and resourcefulness of the female half of the population, and with the major challenges facing New Zealand in the 1980s, NACWE believes and recommends that it is time policies were developed to encourage equal participation by women in the economic, social and decision-making structures of the country.

March 1981

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WOMEN AND EDUCATION 1st Feb, 1975.

Statement from the Minister of Education

On the grounds of both social justice and social need it is essential that a high priority be given to action on the status of women and the limited opportunities available to them.

The education system, both formally and informally, can be either a major obstacle to change or else a potent agent for it. There are, in fact, many important areas where education is an essential pre-condition to such change.

The Government's stated policy is that 'All women must have the opportunity to participate on the basis of full equality in the social, economic and political spheres of New Zealand society.' That policy more specifically speaks of action in:

early childhood education;
vocational guidance and an emphasis on equal opportunity;
training, re-training and second-chance opportunities for women;
conditions affecting women teachers, and to search actively for improvements.

The Government and the Department of Education are committed to taking action in these fields. However, formulating policies and initiating action at a national level is only part of the story, for thought and action are needed at all levels of New Zealand society. Our concern is not only with administrative and selection procedures which discriminate against or disadvantage women. We must also become aware of the indirect and informal influences—unspoken attitudes, unquestioned assumptions in school organisation, unrecognised implications in curricula. These can forcefully sustain stereotyped roles for both women and men, and so limit their choices in life.

All those involved in the education system—teachers, parents, students, administrators—hold much of the responsibility for the broad changes which are required in society. They must consider the issues, examine present procedures and search actively for improvements.

Controlling authorities must examine appointment and promotion procedures; teachers must examine school organisation, teaching methods and curriculum content; teachers' organisations must examine conditions of service; local groups and voluntary organisations must examine the ways they operate and the people they involve.

There is a need to look at the composition of controlling bodies, of working parties, committees and in-service training courses, and of intakes for various forms of training, including vocational training. In all these areas women with the appropriate skills and ability should be involved so that, by gaining greater experience in responsibility, they will be able more often to take advantage of the opportunities open to them.

Ways must be found to increase opportunities for women, while at the same time maintaining the basic strengths of the family. For women who re-enter the work force there is a special need to find a method of giving them recognition for the skills and experience they have gained in the family and in community activity.

It must be recognised, however, that the factors which limit the social and vocational contribution of women are very complex and that there are no simple immediate solutions. Change is required in the attitudes of both men and women, in many forms of social organisation and in all areas of life. Such changes cannot be forced upon society.

The Government, in line with its stated policy, will be taking positive action and will be giving all possible priority to changes in education which will help New Zealand society to move toward greater equality. But Government and departmental action, however necessary, are not sufficient.

I believe that the great majority of New Zealand people share a belief in this broad goal. They also share responsibility in their own ways and in their own spheres of daily influence, for contributing towards its achievement.

L. W. Gandar,
Minister of Education.

DEPARTMENT OF EDUCATION STATISTICS
SECONDARY SCHOOL SUBJECT CHOICES : COMPARISON BY SEX

		1974				1980		
MATHEMATICS								
5th	M	90.6%	F	60.3%	M	89.4%	F	81.1%
6th	M	85.2%	F	55.3%	M	86.7%	F	65.5%
7th	M	84.0%	F	59.1%	M	76.6%	F	56.9%
FULL SCIENCE								
5th	M	67%	F	47.4%	M	71.5%	F	54.7%
BIOLOGY								
5th	M	16%	F	40.4%	M	11.7%	F	25.5%
6th	M	61%	F	77.3%	M	48.7%	F	72.1%
7th	M	50%	F	66.4%	M	47.5%	F	64.7%
CHEMISTRY								
6th	M	43.4%	F	22.1%	M	36.6%	F	25.1%
7th	M	59.0%	F	37.4%	M	52.0%	F	36.5%
PHYSICS								
6th	M	49%	F	14.4%	M	49.0%	F	15.4%
7th	M	58.2%	F	27.3%	M	56.2%	F	22.0%
WOODWORK								
3rd	M	47.8%	F	2.3%	M	34.6%	F	4.0%
4th	M	35.4%	F	0.78%	M	29.6%	F	1.7%
5th	M	15.9%	F	0.22%	M	17.6%	F	0.33%
TECHNICAL DRAWING								
3rd	M	57.1%	F	7.00%	M	62.1%	F	14.2%
4th	M	54.4%	F	2.8%	M	55.5%	F	4.9%
5th	M	39.0%	F	1.4%	M	40.0%	F	2.0%
CLOTHING TEXTILES								
3rd	M	.3.0%	F	32.5%	M	2.2%	F	35.8%
4th	M	.09%	F	28.41%	M	0.34%	F	23.7%
5th	M	.02%	F	9.0%	M	0.07%	F	11.3%
HOME ECONOMICS								
3rd	M	3.5%	F	35.2%	M	10.4%	F	43.2%
4th	M	1.5%	F	24.2%	M	5.2%	F	28.5%
5th	M	0.5%	F	11.2%	M	2.4%	F	17.5%
TYPEWRITING								
3rd	M	4.9%	F	35.2%	M	8.1%	F	53.9%
4th	M	1.6%	F	32.5%	M	3.0%	F	52.2%
5th	M	----	F	22.6%	M	1.0%	F	43.0%
6th	M	----	F	10.8%	M	0.6%	F	19.5%

SCHOOL CERTIFICATE: 10 MOST POPULAR SUBJECTS

1979	Male		Female
English	100%	English	100%
Maths	89%	Maths	76%
Science	71%	Science	55%
Geography	48%	Geography	54%
Technical Drawing	42%	Typewriting	44%
Economic Studies	20%	Biology	29%
History	19%	History	24%
Engineering Shopwork	19%	Economic Studies	20%
Woodwork	17%	Home Economics	15%
Biology	13%	French	14%

Note: Percentage - the number of candidates taking each subject is expressed as a percentage of number of candidates taking English in the group.

PERCENTAGE DISTRIBUTION OF GRADES ACHIEVED BY SEX IN SCHOOL CERTIFICATE SUBJECTS

	A		B		C		D		TOTAL	% PASSED	
	M	F	M	F	M	F	M	F		M	F
1976	5.5	4.4	18.1	18.6	28.4	31.0	47.9	46.0	100.00	52.1	54.0
1977	5.7	4.7	17.6	18.5	28.4	30.9	48.3	45.8	100.00	51.7	54.2
1978	4.9	3.8	18.0	18.7	28.4	31.2	48.7	46.2	100.00	51.3	53.8
1979	4.6	3.7	17.5	18.8	28.6	31.5	49.4	46.0	100.00	50.6	54.0

DEPARTMENT OF EDUCATION STATISTICS
SECONDARY SCHOOL SUBJECT CHOICES: COMPARISON BY SEX AND RACE

1980

	Maori			Maori	
MATHEMATICS					
5th	81.1%	89.4%	F	69.0%	81.1%
6th	78.9%	86.7%	F	56.3%	65.5%
7th	72.6%	76.6%	F	60.6%	56.9%
FULL SCIENCE					
5th	58.9%	71.5%	F	38.8%	54.7%
BIOLOGY					
5th	12.8%	11.7%	F	28.8%	25.5%
6th	47.2%	48.7%	F	62.4%	72.1%
7yh	51.6%	47.5%	F	56.9%	64.7%
CHEMISTRY					
6th	20.2%	36.6%	F	12.6%	25.1%
7th	38.1%	52.0%	F	27.7%	36.5%
PHYSICS					
6th	34.9%	49.0%	F	9.0%	15.4%
7th	46.2%	56.2%	F	24.1%	22.0%
WOODWORK					
3rd	38.8%	34.6%	F	5.6%	4.0%
4th	33.1%	29.6%	F	2.5%	1.7%
5th	19.8%	17.6%	F	0.5%	0.33%
TECHNICAL DRAWING					
3rd	58.2%	62.1%	F	16.5%	14.2%
4th	43.1%	55.5%	F	3.4%	4.9%
5th	30.4%	40.0%	F	1.1%	2.0%
CLOTHING TEXTILES					
3rd	2.8%	2.2%	F	33.4%	35.8%
4th	0.6%	0.34%	F	22.9%	23.7%
5th	0.05%	0.07%	F	13.4%	11.3%
HOME ECONOMICS					
3rd	16.1%	10.4%	F	46.6%	43.2%
4th	8.9%	5.2%	F	34.7%	28.5%
5th	3.0%	2.4%	F	25.9%	17.5%
TYPEWRITING					
3rd	8.6%	8.1%	F	58.3%	53.9%
4th	3.4%	3.0%	F	57.3%	52.2%
5th	1.1%	1.0%	F	47.2%	43.0%
6th	0.7%	0.6%	F	27.6%	19.5%

SCHOOL LEAVERS : PROPORTION OF FEMALES GOING TO EACH DESTINATION

	Female	
	NZ School	Maori
	1979	1979
	%F	%F
1 Further FT education at:		
a) University	39.7	29.6
b) Teacher Training		
i) Attending University FT	76.1	69.0
ii) Others (inc kindergarten)	83.5	73.5
c) Technical Institutes	72.2	69.1
d) Other FT education (specify)	76.4	59.1
TOTAL FT EDUCATION	56.3	57.3
2 To join labour force:		
a) Professional, Technical related		
i) Technicians	35.6	35.3
ii) Health Services	94.5	96.0
iii) Others	49.7	64.4
b) Clerical and related work	72.2	80.8
c) Sales work	66.3	79.9
d) Service work (inc Armed Forces)		
i) Entering apprenticeships	17.2	17.2
ii) Others	43.7	55.4
e) Agriculture, Fishing, Hunting		
i) Entering apprenticeships	15.3	9.5
ii) Others	17.6	17.5
f) Production, transport equipment operators and labourers		
i) Entering apprenticeships	7.5	16.5
ii) Others	31.5	35.8
g) No occupation or unknown	49.2	51.8
TOTAL	48.6	47.9

APPENDIX 6

SCHOOL CERTIFICATE : 10 MOST POPULAR SUBJECTS : MAORI CANDIDATES

1979	Male		Female
English	100%	English	100%
Maths	74%	Maths	58%
Science	61%	Typewriting	51%
Geography	44%	Geography	47%
Technical Drawing	32%	Science	36%
Maori	23%	Biology	33%
Woodwork	19%	Maori	23%
Engineering Shopwork	18%	Home Economics	20%
Art	18%	History	20%
History	15%	Economic Studies	15%
Economic Studies	-	French	-
Biology	-		

Note: Percentage - the number of candidates taking each subject is expressed as a percentage of number of candidates taking English in the group.

PERCENTAGE DISTRIBUTION OF GRADES ACHIEVED BY SEX IN SCHOOL CERTIFICATE SUBJECTS

	A		B		C		D		TOTAL	% PASS	
	M	F	M	F	M	F	M	F			
1979	0.8	0.5	6.5	6.9	20.1	21.4	72.6	71.2	100.0	27.4	28.8
(Maori candidates*)											

* A subset of 'New Zealand School' candidates. Principals were asked to identify any descendant of a Maori as 'Maori' on the school certificate schedule of applications.